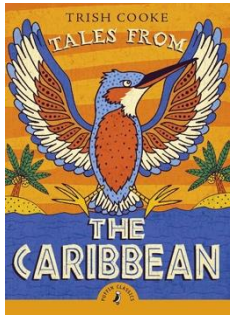
HARMONY Primary School

Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	**Tales from the Caribbean** 					
Writing	**Travel Writing** Children study two styles of travel writing and discuss the difference. Introduce use of research grids to focus research about a country. Chn produce a persuasive text advising people to travel to a country of their choice.	**Travel Writing** Children read/compare different accounts of travelling adventurously, from a 10-year-old's account of cycling from India to Ireland to reports by Bill Bryson. They look at the features of effective descriptions and finish by reading a graphic-based travel book.	**Biographies and Autobiographies** Use biographies of Roald Dahl & Michael Morpurgo (both books & online) & their autobiographical writing to identify features of biographies & autobiographies.	**Biographies and Autobiographies** Use the texts to study dialogue, noun phrases & complex sentences. Write autobiographies online.	**Reading and Learning Poems** Read and memorise poems from I Like that Poem, chosen by children and edited by Kaye Webb. Children gather together poems they like into an anthology	**Reading and Learning Poems** Children write their own poems to add to their anthologies

	Grammar focus: - Persuasive writing	Grammar focus: - Pronouns - Relative clauses	Grammar focus: - using a range of conjunctions to create compound and complex sentences.	Grammar focus: - using a range of conjunctions to create compound and complex sentences.	Grammar focus: - Use modal verbs or adverbs to indicate degrees of possibility.	Grammar focus: - Use brackets, dashes or commas to indicate parenthesis.
Maths	**Multiplication and Division** children use concrete manipulatives such as counters and cubes to build square numbers, and also to decide whether or not a given number is square. They learn that square numbers are the result of multiplying a number by itself. Through their knowledge of times-tables and practice over time, they should be able to recognise the square numbers up to 12 × 12.	**Multiplication and Division** children use concrete manipulatives such as counters and cubes to build square numbers, and also to decide whether or not a given number is square. They learn that square numbers are the result of multiplying a number by itself. Through their knowledge of times-tables and practice over time, they should be able to recognise the square numbers up to 12 × 12.	**Fractions A** Children focus on how unit fractions can be expressed in other forms. children use a variety of representations, including fractions of shapes, number lines and fraction walls as well as the abstract form, so that they understand the relationships. They complement this conceptual understanding by using their times-table knowledge to find missing numerators or denominators, working both horizontally and vertically.	**Fractions A** Building on their knowledge of equivalent fractions, children compare fractions where the denominators are the same or where one denominator is a multiple of the other. They also compare fractions with the same numerator or by considering their position relative to one half.	**Fractions A** children continue to add fractions where one denominator is a multiple of the other, but progress to additions where the total is greater than 1. Their answers will be improper fractions that they should convert to mixed numbers using the skills they have learnt in earlier steps	**Fractions A** There are many ways to subtract a fraction from a mixed number crossing the whole, here we encourage children to think flexibly about how to approach problems of this kind. In addition to the methods illustrated in the Key learning section, children could also count back from the given fraction, providing the denominators are equal.